

A PROCEDURE FOR EVALUATING
PHYSICAL EDUCATION PROGRAMS IN THE
ELEMENTARY SCHOOLS

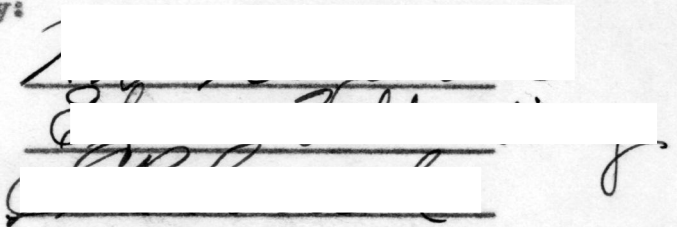
by

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A thesis presented to the Faculty of the University of
Utah in partial fulfillment of the requirements for the
degree of Master of Science.

May 10, 1946

Approved by:

The signature is written in dark ink over a white rectangular redaction box. The signature appears to be "Glenn W. Arnett".

ACKNOWLEDGEMENTS

The writer wishes to express his sincere appreciation to members of his committee and to others who have assisted in making this study possible.

To Dr. N. P. Neilson, Chairman, the writer is deeply indebted for invaluable criticism, suggestions and constant encouragement.

Special thanks and appreciation are offered to Miss Melba Jackson, my secretary, for the valuable proof reading and help in the final typing of this study.

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CHAPTER I

THE PROBLEM

The writer, after visiting most of the public schools of Utah, finds a definite need for an improved program of physical education in the elementary schools.

"There are at least four important elements or divisions in a physical education program:

1. Professional staff
2. Facilities
3. Program of activities
4. Program organization"¹

With these thoughts in mind, the present problem was selected.

Statement of Problem. The problem selected is to develop a procedure for evaluating physical education programs in elementary schools. For the purpose of evaluating the program as objectively as possible, a score card has been constructed to use as a measurement.

It is realized that there may be many weaknesses in the score card. "Some of the standards may be too high, while others may be too low. The field of physical education is so new in its modern development that even experts find real difficulty in coming to a general agreement on the major elements involved. An attempt has been made to make the units objective wherever possible, but certain units such as the personality and character of the instructor, and teaching efficiency of the instructor could not be made objective and yet could not be eliminated because of their importance.

¹ N. P. Neilson, Class Lecture, Summer Session 1945.

"The card is not intended to be used by inspectors. It should be used voluntarily by schools as a check list to locate particular points where improvement in their programs can be made. The value of the score card lies not so much in the total score as in the analysis of the detailed score in each unit. With the approval of the principal, outside scorers might be utilized in making the survey. Upon completion of the score sheet, the teacher should convene with the scorers to discuss the results and plan for improvement. It is, therefore, hoped that this score card will be found useful in stimulating self-improvement of schools rather than in comparing one school's standing with that of another. Its use should also result in suggestions to the author for improvement in the card itself."¹

Importance of Problem. The most recent trend is for a greater allotment of time and for more emphasis being placed upon physical education as a phase of education. J. W. Studebaker, United States Commissioner of Education; the Society of State Directors of Health and Physical Education; and the American Association for Health, Physical Education, and Recreation recommend that physical education be taught as a daily required subject in all public schools.

Physical education today is enjoying a prominent position in the field of education. If we are to meet the objectives of physical education, we must supplement and improve our present program.

"Objectives may be stated in general or specific form and they may

¹ N. P. Weilson, A Score Card for Evaluating Physical Education Programs for High School Boys. Sacramento, California: California State Department of Education, 1931. p. VI.

be immediate or remote. It is impossible to either formulate or accomplish objectives which are not the results of activities.

"The one general objective of physical education is to lead people in activities to promote development and adjustment according to standards. This objective may be analyzed into four specific objectives as follows:

1. To lead people in activities becomes the first objective because, where there are no activities there are no educational results.
2. The second objective is development which includes knowledge, judgments, ideas, interests, attitudes, emotions, ideals, skills, strength and endurance.
3. The third objective is adjustment to the environment and includes economic, civic, communicative, protective, recreative and other aspects of adjustment.
4. The fourth objective is standards. Standards are qualities and refer to the quality of the leadership, environment, activities, development and adjustment. The quality of the development and adjustment obtained will depend upon the quality of the leadership, environment, activities and organism."¹

To accomplish the objectives of physical education, the administrators, teachers and physical educators must be aware of and interested in the needs of children. The program must be adjusted to meet these needs.

¹ N. P. Neilson, Class Lecture, Summer Session 1945.

Method of Procedure. After the problem had been formulated, the next step was to select a score card as a working model which included the four elements of a physical education program. After extensive investigation and reading, a score card for evaluating physical education programs for high school boys was selected as a working model.¹ The writer made many changes and revisions in this score card to adjust it to the elementary school program.

Upon completion of the preliminary score card, a thorough study was made of the proposed course of study for physical education in the elementary schools of Utah. This study was made for the purpose of setting up standards, determining grade placement of activities, and selecting supplies, equipment and facilities necessary in maintaining a physical education program.

The next step was to meet with a group of seminar students under the direction of Dr. N. P. Neilson, University of Utah. Valuable suggestions were received and additional revisions made.

After making these corrections, a letter,² a check list for an elementary physical education program,³ a check list for time allotment of elementary physical education activities,⁴ and definitions of subdi-

¹ N. P. Neilson, A Score Card for Evaluating Physical Education Programs for High School Boys. Sacramento, California: California State Department of Education, 1931.

² See Appendix A, p. 68

³ See Appendix B, p. 69

⁴ See Appendix C, p. 70

visions¹ were sent to twenty State Directors of Health, Physical Education and Recreation.² In the check lists, careful attention was given to the content and amount of emphasis to place on the divisions and subdivisions of physical education.

Sixteen answers were received in response to the twenty check lists sent to the State Directors. Two of these responses could not be used because of being returned too late for tabulation. Of the fourteen returns used, some were incomplete and the evaluation of certain items of the program could not be included. In the final tabulation, the following number of responses were compiled: ten for Program of Activities; eleven for Instructional Staff, Facilities, and Program Organization; and twelve for Allotment of Time to Physical Education.

After receiving the check lists, the writer had the opportunity of meeting at St. Louis, in person, the State Directors whose responses he was able to use. At that meeting, additional changes were made in the check lists.

The results of the check lists were then compiled in the form of tables in order to obtain the average weight of: Instructional Staff,³ Facilities,⁴ Program of Activities,⁵ and Program Organization.⁶

¹ See Appendix D, p. 71

² See Appendix E, p. 74

³ See Table I, p. 75

⁴ See Table II, p. 76

⁵ See Table III, p. 77

⁶ See Table IV, p. 78

Tables were made to determine the percent of time that should be devoted to each classification of physical education activities, grades one and two,¹ three and four,² five and six.³

Organization of Score Card. The remaining part of this study will be devoted to the actual structure of the score card.

I. Instructional Staff

- A. Professional preparation
- B. Teaching experience
- C. Personality and character
- D. Teaching efficiency
- E. State of health

II. Facilities

- A. Area of school site (acres)
- B. Placement of buildings and equipment
- C. Condition of play area
- D. Indoor facilities
- E. Equipment
- F. Supplies
- G. Outdoor facilities

III. Program of Activities

- A. Mimetics (dramatic)
- B. Tag and it (hunting)

¹ See Table V, p. 79

² See Table VI, p. 80

³ See Table VII, p. 81

- C. Rhythms
- D. Story plays
- E. Stunts
- F. Relay races
- G. Athletic games
- H. Individual athletic games

IV. Program Organization

- A. Percent of pupil participation in physical education
- B. Size of class
- C. Time allotment for physical education
- D. Percent of time devoted to each classification of physical education
- E. Health examination
- F. Accumulative records

CHAPTER II

A PROCEDURE FOR EVALUATING PHYSICAL EDUCATION PROGRAMS IN ELEMENTARY SCHOOLS

Scoring Procedure. As a basis for scoring and to avoid working with fractions, the total value of the four divisions of the physical education program is increased to a total of two thousand points. On the summary sheet, these divisions are converted to one hundred percent for a perfect score.

Most of the elements of the physical education program may be measured objectively, although a few by necessity must be measured subjectively. These are measured on a scale ranging from a poor to an excellent program. An attempt has been made to maintain the same arrangement in measuring the four divisions of the program. For each division, there appears a brief statement of principles, followed by definition of terms, and explanations as to techniques used in scoring.

Schools being surveyed should be notified in advance. A certain amount of data may be accumulated in advance of the survey, such as: record of professional preparation in terms of quarter hours, area of total school site, total pupil enrollment, list of all supplies and their condition, list of outdoor facilities and sizes, list of activities and grade levels in which taught, percent of pupil participation in physical education, size of classes enrolled in physical education, length of physical education periods, percent of physical education time devoted to each classification of activities, intervals of health examination by physician, record and thoroughness of teacher or nurse examination, and

sample of accumulative record cards used.

Suggestions in Scoring:

1. The scorer should be familiar with all details of the score card.
2. The scoring should be done by a person who is familiar with the entire physical education program.
3. The scoring should be done in the presence of the physical education instructor, principal of the school, or both.
4. For the units that are of necessity measured subjectively, secure the combined judgments of at least three qualified people.
5. The scoring should be completed in one day.
6. The points scored for each item of the division should never exceed the possible points for that item.
7. The score for each division should never exceed the points possible for that division.

CHAPTER III

I. INSTRUCTIONAL STAFF

The teacher or leader plays a very important role in determining success or failure of any program. The instructor will determine the limits of progress.

A. Professional Preparation

It is possible for each individual teacher to score high in this phase of the program if he has had extensive professional and technical training.* In professional preparation, quarter hours are indicated.

To Score:

Under "Instructors: A, B, C," etc., write in the number of points that each instructor, assigned to teach physical education, scores in each individual item under "Professional Preparation." After all instructors teaching physical education have had their preparation scored, add points across to the right, then add all columns down. The sum of the "Points Scored" column should equal the sum of the individual teacher's columns. This total divided by the number of teachers gives the score.

*NOTE: Quarter hours work indicates the credit granted for class-work of one hour per week for at least twelve weeks. To change semester hours to quarter hours, multiply the semester hours by 1.5.

Professional Preparation

Preparation	Possible Points	Instructors												Points Scored
		A	B	C	D	E	F	G	H	I	J	K	L	
Graduate of a Four-year College	10													
Certificated Teacher	10													
Three Hours School Health Education	10													
Three Hours P. E. for Elementary Schools	10													
Ten Hours Biological Science	10													
Ten Hours Physical Science	10													
Twelve Hours Observation and Directed Teaching in Elementary Schools	10													
Three Hours Problems of Education (Principles)	10													
Twelve Hours Elementary School Curriculum and Methods	10													
Three Hours Educational Psychology	10													
Three Hours Child Development	10													
Three Hours Organization and Administration	10													
TOTAL POINTS	120													

Points Possible

120

Score

B. Teaching Experience

It is generally agreed that rapid improvement in teaching is made during the first five years of experience and thereafter the improvement is more gradual.

To Score:

Under "Instructors: A, B, C," etc., write in the number of points that each instructor, assigned to teach physical education, scores, based upon the actual number of years of experience in teaching physical education. Divide the total points scored by the number of instructors. This is the score.

Teaching Experience

Teaching Experience Years	Possible Points	Instructors												Points Scored
		A	B	C	D	E	F	G	H	I	J	K	L	
One	10													
Two	20													
Three	30													
Four	40													
Five	50													
Six	53													
Seven	56													
Eight	59													
Nine	62													
Ten	65													
TOTAL POINTS	65													

Points
Possible

Score

65

C. Personality and Character

Listed below are traits which are useful in the measurement of the personality and character of the teacher. This list of traits is not complete but it does provide a sampling of the more important traits.

Definition of Traits

Self-control - The ability of an individual to suppress or modify any type of behavior that is socially or personally undesirable. Meets situations easily and quickly.

Alertness - Readiness to act; watchful, vigilant, wide-awake.

Physical Qualifications - Endurance, posture, hearing, vision, general state of health, general physical appearance.

Voice - Quality, pitch, volume.

Fair-mindedness - Provides equal opportunities to all, corrects students without offending them, accepts criticism in good spirit.

Accuracy - Freedom from error; precision, exactness, conformity, correctness.

Neatness of Dress - Clean and appropriately dressed at all times.

Sincerity - Honesty of mind or intention; freedom from disguise or false pretense.

Initiative - Energy or aptitude displayed in the initiation of action; action which tends to open or develop new fields.

Social Adaptability - Enjoys people and feels at ease in their presence.

Tact - Ability to deal with others without giving offense. Ability to make correct response under given situations.

Sense of Humor - Jovial; ability to appreciate amusing situations; understands human nature.

To Scores:

Possible points: poor (3), below average (6), average (8), above average (10), excellent (13).

Determine the possible points scored by each individual instructor in the traits listed. Add points across to the right, then add the instructors' columns down. The sum of the total points scored should equal the sum of the individual instructors' columns. To obtain score, divide the total points scored by the number of instructors.

Personality and Character

Traits	Possible Points						Instructors												Points Scored	
	P	B	A	Av	A	Av	Ex.	A	B	C	D	E	F	G	H	I	J	K		L
	3	6	8	10	13															
Self-control	3	6	8	10	13															
Alertness	3	6	8	10	13															
Physical Qualif	3	6	8	10	13															
Voice	3	6	8	10	13															
Fair-mindedness	3	6	8	10	13															
Accuracy	3	6	8	10	13															
Neatness of Dress	3	6	8	10	13															
Sincerity	3	6	8	10	13															
Initiative	3	6	8	10	13															
Social Adaptability	3	6	8	10	13															
Tact	3	6	8	10	13															
Sense of Humor	3	6	8	10	13															
TOTAL POINTS																				

Points
Possible

150

Score

D. Teaching Efficiency

The attributes of teaching efficiency include actual teaching, teacher organization, teacher knowledge put into practice, and personal attributes.

Definition of Items

Recognizes Individual Differences - Adjusts the daily program to the pupil.

Knows How to Guide Pupils - Possesses the ability to lead. Spirit of cooperation exists between pupils and teacher.

Ability to Organize - Insures a continuity of program; has a daily lesson plan carefully prepared.

Discipline - Has very few disciplinary problems; directs pupils' attention to worthwhile activities.

Sets Good Example - Maintains proper supervision by setting example or by suggestion.

Attitude Toward Work - Shows enthusiasm, sincerity and cheerfulness in the performance of his work.

Cooperation - Works in close harmony with administrators, teachers and students. Has the ability to recognize the other person's point of view.

Inspects Equipment for Safety - Checks apparatus, heavy equipment; always on the alert to prevent accidents.

Keeps Supplies in Good Condition - Realizes that the life of supplies is lengthened by proper use and that the repair of supplies at the proper time is essential.

Efficient Use of Supplies - Has unity and planning in the systematic use of the supplies.

To Score:

Possible points: poor (2), below average (4), average (7), above average (10), excellent (12).

Determine the possible points and score each individual instructor in the traits listed. Add points across to the right, then add the instructors' columns down. The sum of the total points made should equal the sum of the individual instructors' columns. Divide the total points scored by the number of instructors. This is the score.

Teaching Efficiency

Attributes of Teaching Efficiency	Possible Points					Instructors												Points Scored		
	P	B	Av	Av	A	Av	Ex.	A	B	C	D	E	F	G	H	I	J		K	L
	2	4		7	10		12													
Recognizes Individual Differences	2	4		7	10		12													
Knows How to Guide Pupils	2	4		7	10		12													
Ability to Organize	2	4		7	10		12													
Discipline	2	4		7	10		12													
Sets Good Example	2	4		7	10		12													
Methods of Teaching	2	4		7	10		12													
Attitude Toward Work	2	4		7	10		12													
Cooperation	2	4		7	10		12													
Inspects Equipment for Safety	2	4		7	10		12													
Keeps Supplies in Good Condition	2	4		7	10		12													
Efficient Use of Supplies	2	4		7	10		12													
TOTAL POINTS																				

Points Possible

Score

125

E. Teacher's State of Health

It is doubly important in the elementary grades that the teacher set a good example. Much of the learning in the elementary grades is accomplished through observation and practice of the correct attitudes, habits and skills.

Definition of Items

General State of Health - The health of the teacher is usually determined by a physician's report filed each year and by a record of days absent because of illness.

Personal Appearance - The impression made upon the general public by the total personality of the teacher.

Posture - Carriage of the body; correct body balance.

Vision - May be checked by the use of an eye-testing chart.

Hearing - Checked by the use of watch or audiometer.

Teeth - Checked by consulting a dental report.

Endurance - Results obtained through observation. Does the teacher have vitality or does he become fatigued easily?

To Score:

Possible points vary according to the item being scored.

Determine the possible points and score each individual instructor in the items listed. Add points across to the right, then add the instructors' columns down. The sum of the total points made should equal the sum of the individual instructors' columns. Divide the total points scored by the number of instructors. This is the score.

Teacher's State of Health

Health Items	Possible Points						Instructors												Points Scored	
	P	B	Av	Av	A	Av	Ex	A	B	C	D	E	F	G	H	I	J	K		L
Gen. State of Health	3	6	9		12	15														
General Appearance	3	6	9		12	15														
Posture	3	6	9		12	15														
Vision	1	3	6		9	12														
Hearing	1	3	6		9	12														
Teeth	1	2	4		6	8														
Endurance	1	2	4		6	8														
TOTAL POINTS																				

Points
Possible

Score

85

CHAPTER IV

II. FACILITIES

Facilities of a sufficient number and type are essential in any well-balanced physical education program. Therefore, adequate indoor and outdoor facilities are necessary to conduct a broad program of physical education.

A. Area of School Site (Acres)

The modern elementary physical education program requires large, level outdoor play areas. As the total enrollment increases, the total acreage usable should increase.

To Score:

Determine the number of acres in the school site, then deduct the acreage that is not suitable for play area or building area. This is the number of acres usable. Next determine the total school enrollment (boys and girls). The points under "Number of Acres Usable" and opposite "Pupil Enrollment" of school being scored are the number of points scored. Circle these points and record in the "Points Scored" column. This is the score.

Area of School Site

Pupil Enrollment	Number of Acres Usable						Possible Points	Points Scored
	1-2	3-4	5-6	7-10	11-15	16-over		
0 - 50	60	65	65	65	65	65	65	
51 - 150	50	60	65	65	65	65	65	
151 - 300	40	55	65	65	65	65	65	
301 - 600	0	50	60	65	65	65	65	
601 - 900	0	20	50	60	65	65	65	
901 - over	0	15	30	55	60	65	65	
TOTAL POINTS							65	

Points
Possible

Score

65

--

B. Placement of Buildings and Equipment

In the modern physical education program, play areas that are free from any obstructions are needed for certain types of activities. Large play areas with no obstructions will score high.

To Score:

Select statement or statements which most nearly describe the school area. Place points allotted in "Points Scored" column. Next add the sum of the points scored. This is the score.

Placement of Buildings and Equipment

Placement of Buildings and Permanent Playground Equipment	Possible Points	Points Scored
Play Area Badly Broken by Buildings and Equipment	0	
Play Area Partly Broken by Buildings and Equipment	10	
Play Area Unbroken by Buildings and Equipment	30	
All Play Areas Are Fenced Off From Streets	15	
TOTAL POINTS	45	

Points
Possible

Score

45

--

C. Condition of Play Area

Many mean cuts, scratches and falls are caused when the play area is not surfaced properly. A paved area should be provided for use in the winter and spring when the remainder of the school ground is unusable.

To Score:

Select the statements which describe the condition of the play area. Place points allotted in the "Points Scored" column. The total of this column is the score.

Condition of Play Area

Condition of Play Area	Possible Points	Points Scored
Extent to Which Play Area is Level	20	
Surface of Sod - Sandy Loam or Sand and Clay	5	
Surface Drainage Good but Free from Erosion	20	
Paved Area for Wet Weather	5	
Playing Courts and Fields Designated and Marked	15	
Sand, Sawdust or Shavings Under Apparatus to Protect Pupils	5	
TOTAL POINTS		70

Points
Possible

70

Score

--

D. Indoor Facilities

Certain indoor facilities are necessary in a well-balanced elementary physical education program. Playrooms, supply rooms, storerooms, and rest rooms for both boys and girls are essential.

Standards for Each Facility

Playrooms - Each elementary school, regardless of size, should make some provision for an indoor play space. In many of the smaller schools, a multi-purpose room may be used. There need not be a regulation basketball court nor elaborate equipment. The size of the playroom recommended to accommodate thirty-five pupils per physical education period is: ceiling height sixteen feet, width thirty-six feet, and length fifty feet. The playroom needs to be only a large room which can be well heated and ventilated during cold days and which can be thrown open during days permitting maximum natural ventilation and light.

Supply Rooms - Minimum floor area should be sixty square feet, the size to increase with enrollment. The room should be easily accessible from playroom and playground, properly lighted, well heated and ventilated. Shelves should be available for temporary storage of supplies.

Storerooms - To be used for storing supplies not in daily use. Should be adjoining the supply room or in close proximity. A minimum floor area of sixty square feet is recommended, the size to increase with enrollment. The storeroom should have adequate light, heat, ventilation and sanitation; should be equipped with shelves and storage bins.

Rest Rooms - Rest rooms should be provided for boys and girls. They are to be used by pupils when ill, injured, convalescent, or when rest is prescribed. Also, rest rooms should have adequate light, heat, ventilation and sanitation; and should be supplied with quality cots, one for each two hundred boys enrolled and one for each two hundred girls enrolled in physical education.

To Score:

For each indoor facility listed, three factors must be considered: (1) pupil enrollment in physical education, (2) number of units needed, and (3) the quality and condition of each unit should be measured in terms of standards, the rating being: (a) good, (b) average, (c) poor. When a facility is not required for pupil enrollment of a specific number, score possible or part of score possible should be given for facility. For example, a storeroom is not required in a school with a pupil enrollment of less than 150. Therefore, in scoring a school of one hundred pupils, a possible score of three points could be given if the supply room or another room could accommodate the storage of year-around supplies.

Indoor Facilities

Name of Facility	No. of Rooms	Pupil Enrollment															Possible Points	Points Scored			
		0-50			51-150			151-300			301-600			601-900					901-over		
		a	b	c	a	b	c	a	b	c	a	b	c	a	b	c			a	b	c
Playrooms	1	26	16	8	26	16	8	26	16	8	26	16	8	12	8	4	12	8	4	26	
	2	x	x	x	x	x	x	x	x	x	x	x	x	26	16	8	26	16	8		
Supply Rooms	1	9	6	3	9	6	3	9	6	3	9	6	3	9	6	3	9	6	3	9	
Storerooms	1	9	6	3	9	6	3	9	6	3	9	6	3	9	6	3	9	6	3	9	
Rest Rooms (Girls)	1	18	9	5	18	9	5	18	9	5	18	9	5	18	9	5	18	9	5	18	
Rest Rooms (Boys)	1	18	9	5	18	9	5	18	9	5	18	9	5	18	9	5	18	9	5	18	
															TOTAL POINTS					80	

Points
Possible

Score

80

E. Equipment

Equipment includes such items as pianos, scales, jumping standards, mats, etc., which have a longer life than supplies.

Standards for Equipment

No attempt will be made here to describe in detail all types of equipment. The balance plank should be made of a 2" x 4" x 3' plank built no higher than six inches off the floor and should have a good base built on either end for safety. The horizontal bars and ladders should be installed on graduated levels to meet different age groups.

To Score:

For each item of equipment listed, three factors must be considered: (1) pupil enrollment in physical education, (2) number of items needed, and (3) the quality and condition of each item measured in terms of standards, the rating being: (a) good, (b) average, (c) poor. Opposite each item of equipment are two columns. One indicates the possible score, the other the number of items needed for the specific pupil enrollment.

Equipment

Name of Equipment	Number Needed	Pupil Enrollment																		Possible Points	Points Scored
		0-50			51-150			151-300			301-600			601-900			901-over				
		a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c		
Balance Plank	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	
Bars, Horizontal	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	
Goal Posts (pr.)	1-2	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	
		1			1			1			1			2			2			3	
Inflators	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	
		3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	
Jumping Standards (pr.)	1-2	1			1			1			1			2			2			3	
Ladders, Horizontal	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	
	2-4-6	12	8	4	12	8	4	12	8	4	12	8	4	12	8	4	12	8	4	12	
Mats (5' x 5')	9	2			4			6			9			9			9			12	
Pianos	1	12	8	4	12	8	4	12	8	4	12	8	4	12	8	4	12	8	4	12	
Rakes	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	
Scales	1	4	2	1	4	2	1	4	2	1	4	2	1	4	2	1	4	2	1	4	
Shovels	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	
Targets (Indoor)	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	
Tom-Toms (Drum)	1	5	3	2	5	3	2	5	3	2	5	3	2	5	3	2	5	3	2	5	
Victrolas	1	9	6	3	9	6	3	9	6	3	9	6	3	9	6	3	9	6	3	9	
TOTAL SCORE																		66			

Points
Possible

Score

50

F. Supplies

Supplies include such items as blocks, balls, bats, jumping ropes, etc., that need to be replaced at regular intervals. These supplies should be available at all times for free play as well as organized activities.

To Score:

The number placed in each enrollment column and opposite each type of supply indicates the number needed for schools of each specific enrollment. If the school being scored has the number of supplies needed, and ready for use, then place in the "Points Scored" column the number of points allowed as "Possible Points."

Supplies

Name of Supply	Pupil Enrollment						Poss. Points	Points Scored
	0-50	51-150	151-300	301-600	601-900	901-over		
Age, Ht., Wt. Chart (Each Rm.)	1	1	1	1	1	1	1	
Badminton Birds	3	3	4	6	6	9	1	
Basketballs	1	2	2	3	4	5	6	
Bases (Softball)	4	4	4	6	8	10	5	
Bats (Softball)	2	3	4	6	6	8	5	
Beanbags (Each Rm.)	24	24	24	24	24	24	6	
Blocks (2"x2"x2")	10	20	20	30	30	40	2	
Broomsticks (Wand)	5	10	10	10	15	20	2	
Cross Bar (High Jump)	1	1	1	2	2	2	1	
Erasers (Each Rm.)	6	6	6	6	6	6	1	
Feathers	6	6	6	6	6	6	1	
Footballs	1	1	2	2	3	4	3	
Indian Clubs	5	10	10	15	20	20	5	
Jumping Ropes (6'-8')	3	4	4	6	8	12	2	
Jumping Ropes (20')	1	1	1	2	2	2	2	
Measuring Tape (100')	1	1	1	1	2	2	1	
Net (Volleyball)	1	1	2	2	2	3	5	
Paddles (Plywood 3/4")	4	12	12	16	16	24	1	
Posture Chart (Each Rm.)	1	1	1	1	1	1	1	
Soccer Balls	1	1	2	4	4	6	6	
Sponge Balls	4	4	6	8	10	12	2	
Softballs	1	3	4	6	6	8	6	
Stop Watch	1	1	1	1	2	2	2	
Volleyballs	1	1	2	3	3	4	6	
Whistles (Each Teacher)	1	1	1	1	1	1	2	
TOTAL POINTS							75	

Points
Possible

75

Score

G. Outdoor Facilities

Certain types of valuable activities in physical education must be carried on out-of-doors. Ball diamonds, courts, jumping pits, etc., of various sizes are necessary and essential.

Standards for Each Activity

Basketball Courts - Size 40' x 70' plus three feet of side space and five feet of end space; permanent boundary lines marked; good bankers and goals; courts running north and south.

Pits, Broad Jump - Size 6' x 15' x 12" deep; edges of pit beveled; pit filled with sawdust or sand to a depth of twelve inches.

Take-off Board (Broad Jump) - A 2" x 6" x 36" board painted white and placed flush with the surface of the ground; place within six inches of the broad jump pit and in an area where a runway of forty-five feet is possible.

Pits, High Jump - Size 10' x 14' x 12" deep; edges of pit beveled; pit filled with sawdust or sand to a depth of twelve inches.

Softball Diamonds - Home plate in northeast corner; adequate back-stop; the diamond forty-five feet between bases and a pitching distance of 47' 8 $\frac{1}{2}$ ". Adjust this distance to the age of group participating; a field limit of at least 135'.

Volleyball Court - Size 30' x 60'; official height of net eight feet. This may be altered to adjust to the grade level. Permanent boundary lines should be marked.

To Score:

For outdoor facilities listed, three factors must be considered: (1) pupil enrollment in physical education, (2) number of items needed, and (3) the quality and condition of each unit should be measured in terms of standards, the rating being: (a) good, (b) average, (c) poor.

Outdoor Facilities

Name of Facility	No. of Facilities	Pupil Enrollment																		Possible Points	Points Scored
		0-50			51-150			151-300			301-600			601-900			901-over				
		a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c		
Basketball Courts	1	25	16	8	25	16	8	25	16	8	12	8	4	12	8	4	12	8	4	25	
	2	x	x	x	x	x	x	x	x	x	25	16	8	25	16	8	25	16	8		
Pits (Broad Jump)	1	10	6	3	10	6	3	10	6	3	5	3	2	5	3	2	5	3	2	10	
	2	x	x	x	x	x	x	x	x	x	10	6	3	10	6	3	10	6	3		
Take-off Board (Broad Jump)	1	5	3	1	5	3	1	5	3	1	3	2	1	3	2	1	3	2	1	5	
	2	x	x	x	x	x	x	x	x	x	5	3	1	5	3	1	5	3	1		
Pits (High Jump)	1	10	6	3	10	6	3	10	6	3	5	3	2	5	3	2	5	3	2	10	
	2	x	x	x	x	x	x	x	x	x	10	6	3	10	6	3	10	6	3		
Softball Diamonds	1	20	14	7	20	14	7	20	14	7	10	7	3	10	7	3	10	7	3	20	
	2	x	x	x	x	x	x	x	x	x	20	14	7	20	14	7	10	7	3		
	3	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	20	14	7		
Volleyball Court	1	15	10	5	15	10	5	15	10	5	8	5	2	8	5	2	8	5	2	15	
	2										15	10	5	15	10	5	15	10	5		
TOTAL POINTS																		85			

Points
Possible

Score

85

CHAPTER V

III. PROGRAM OF ACTIVITIES

The child of the elementary school age should have the development which comes from participation in a large variety of physical education activities.

Each activity has a contribution to make in the total development of the child, such as development of judgment, attitudes, ideals, interests, emotions, strength, skill and endurance.

The well-balanced program provides opportunities for the pupils to adjust and to express themselves in many situations.

Classification of Activities

The following classification of activities is essential in a balanced elementary physical education program:

Mimetics - Mimetic exercises are imitative movements of well-known activities without the usual equipment. They are well suited to classroom work and may be used for relief periods.

Tag and It Games - These games have an enemy or "it" element and involve such elements as hunting, chasing, tagging, dodging, hiding and fleeing. They teach alertness and have a special appeal to children in the elementary school.

Rhythms - Rhythms are those play activities in which children respond to music. Participation gives training in balance, poise and sense of rhythm.

Story Plays - Story plays are natural and spontaneous activities which have a special appeal to small children. They help the child develop his dramatic ability. In these activities, the child imitates and impersonates incidents seen or imagined.

Stunts - Stunts are activities of a self-testing nature which involve the powers of coordination, suppleness of body and the development of courage, self-confidence and determination. Because of their appeal, they are frequently continued during home play periods. They are easily organized and are economical of space and equipment.

Relay Races - Relay races involve competition among teams in running, jumping, passing objects, etc., in which individuals make a contribution to the final outcome. They require alertness, honesty and special training of the emotions.

Athletic Games - Athletic games are team games in which one group scores against a similar group. They exhibit rivalry and involve

such material movements as running, jumping, catching and throwing. Their value lies in the development of sportsmanship and cooperation of the players working toward a common goal.

Individual Athletic Events - Individual athletic events can be performed and scored without dependence upon one or more other players. They provide training in many game elements and can be practiced individually after being learned.¹

To Score:

A school which fails to have a large variety of activities will lose points. Do not consider here the time spent in each activity. This phase is provided for under "Program Organization."

Activities are placed on a grade level and points are given for activities and grade level in which first taught, with a larger allotment of points given to the proper grade level in which the activity is first taught. Circle the points scored in each activity and record in "Points Scored" column.

Because of the great number of activities and the value of only ninety-five points allotted to the six grades for ease in scoring, the value of the activities in each grade has been increased in varying amounts. In no case should the score exceed the points possible as indicated for each grade.

¹ N. P. Neilson; Winifred Van Hagen, Physical Education for Elementary Schools. New York: A. S. Barnes and Company, 1932. p. XV.

Program of Activities*

Grade One

Mimetic (Dramatic) Activities	Points Awarded for Activities and Grade Level in Which First Taught						Possible Points	Points Scored
	I	II	III	IV	V	VI		
Animal Imitations	9	6	3	0	0	0	9	
Character Imitations	9	6	3	0	0	0	9	
Follow the Leader	9	6	3	0	0	0	9	
Building Stone Wall	9	6	3	0	0	0	9	
Scooping Sand	9	6	3	0	0	0	9	
Ferry Boat	9	6	3	0	0	0	9	
TOTAL POINTS							54	

*NOTE: All elementary school activities are found in the following books:

Dorothy La Salle, Rhythms and Dances for Elementary Schools. New York: A. S. Barnes and Company, 1936.

N. P. Neilson; Winifred Van Hagen, Physical Education for Elementary Schools. New York: A. S. Barnes and Company, 1932.

E. B. Salt, et. al., Teaching Physical Education in the Elementary School. New York: A. S. Barnes and Company, 1942.

Grade One

Story Plays	Points Awarded for Activities and Grade Level in Which First Taught						Possible Points	Points Scored
	I	II	III	IV	V	VI		
Circus	9	6	3	0	0	0	9	
Hallowe'en	9	6	3	0	0	0	9	
Firemen	9	6	3	0	0	0	9	
Cowboys	9	6	3	0	0	0	9	
Christmas Toys	9	6	3	0	0	0	9	
Aeroplanes	9	6	3	0	0	0	9	
Playground	9	6	3	0	0	0	9	
Brownies	9	6	3	0	0	0	9	
How Animals Get Ready for Winter	9	6	3	0	0	0	9	
A Day in the Country	9	6	3	0	0	0	9	
Building A House	9	6	3	0	0	0	9	
At the Beach	9	6	3	0	0	0	9	
TOTAL POINTS							108	

Points
Possible

Score

The sum of the points scored in grade one physical education activities _____, divided by five, equals the score.

75

Grade Two

Story Plays	Points Awarded for Activities and Grade Level in Which First Taught						Possible Points	Points Scored
	I	II	III	IV	V	VI		
Automobiles	6	9	6	3	0	0	9	
Policeman	6	9	6	3	0	0	9	
Modes of Travel	6	9	6	3	0	0	9	
Thanksgiving	6	9	6	3	0	0	9	
Mining Coal	6	9	6	3	0	0	9	
Making A Garden	6	9	6	3	0	0	9	
Washing Clothes	6	9	6	3	0	0	9	
Indians	6	9	6	3	0	0	9	
The Toys' Jubilee	6	9	6	3	0	0	9	
Swimming	6	9	6	3	0	0	9	
Countries	6	9	6	3	0	0	9	
Newsboy	6	9	6	9	0	0	9	
TOTAL POINTS							108	

Points
Possible

Score

The sum of the points scored in grade two physical education activities _____, divided by five, equals the score.

80

Grade Three

Rhythms	Points Awarded for Activities and Grade Level in Which First Taught						Possible Points	Points Scored
	I	II	III	IV	V	VI		
Carroussel	2	5	8	5	2	0	8	
Jolly is the Miller	2	5	8	5	2	0	8	
Hixie Polka	2	5	8	5	2	0	8	
Beans (Peas)								
Porridge Hot	2	5	8	5	2	0	8	
Hot Cross Buns	2	5	8	5	2	0	8	
Ten Little Indians	2	5	8	5	2	0	8	
The Thread Follows the Needle	2	5	8	5	2	0	8	
This is the Way the Lady Rides	2	5	8	5	2	0	8	
Indian War Dance	2	5	8	5	2	0	8	
Sandal Polka	2	5	8	5	2	0	8	
Taffy Was A Welchman	2	5	8	5	2	0	8	
Seven Pretty Maidens	2	5	8	5	2	0	8	
TOTAL POINTS							96	

Points
Possible

Score

The sum of the points scored in
grade three physical education
activities _____, divided by
six, equals the score.

80

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Grade Four

Athletic Games	Points Awarded for Activities and Grade Level in Which First Taught						Possible Points	Points Scored
	I	II	III	IV	V	VI		
Softball	0	1	3	5	3	1	5	
Pin Soccer	0	1	3	5	3	1	5	
Long Ball	0	1	3	5	3	1	5	
One Old Cat	0	1	3	5	3	1	5	
End Ball	0	1	3	5	3	1	5	
Work Up	0	1	3	5	3	1	5	
Triangle Ball	0	1	3	5	3	1	5	
Prisoner's Ball	0	1	3	5	3	1	5	
Bat Ball	0	1	3	5	3	1	5	
Volley Tennis	0	1	3	5	3	1	5	
Soccer Dodge Ball	0	1	3	5	3	1	5	
Triangle Softball	0	1	3	5	3	1	5	
TOTAL POINTS							60	

Points
Possible

Score

The sum of the points scored in grade four physical education activities _____, divided by four equals the score.

80

Grade Five

Individual Athletic Events	Points Awarded for Activities and Grade Level in Which First Taught						Possible Points	Points Scored
	I	II	III	IV	V	VI		
Baseball Throw and Catch	0	0	3	6	9	6	9	
Base Running	0	0	3	6	9	6	9	
Basketball Foul Throw	0	0	3	6	9	6	9	
Basketball Throw for Goal	0	0	3	6	9	6	9	
Half Lever and Toes to Bar	0	0	3	6	9	6	9	
Soccer Dribble	0	0	3	6	9	6	9	
Balancing Test	0	0	3	6	9	6	9	
Sit Up	0	0	3	6	9	6	9	
Jump and Reach	0	0	3	6	9	6	9	
Potato Race	0	0	3	6	9	6	9	
Pull Up and Push Up	0	0	3	6	9	6	9	
Running Broad Jump (Boys)	0	0	3	6	9	6	9	
Baseball Fly Catching	0	0	3	6	9	6	9	
Baseball Throw for Accuracy	0	0	3	6	9	6	9	
Basketball Throw for Distance	0	0	3	6	9	6	9	
Eskimo Race	0	0	3	6	9	6	9	
Hobble Race	0	0	3	6	9	6	9	
Mass Running	0	0	3	6	9	6	9	
Run	0	0	3	6	9	6	9	
Running High Jump	0	0	3	6	9	6	9	
Run and Catch	0	0	3	6	9	6	9	
Soccer Kick for Goal	0	0	3	6	9	6	9	

Grade Five

Individual Athletic Events	Points Awarded for Activities and Grade Level in Which First Taught						Possible Points	Points Scored
	I	II	III	IV	V	VI		
Baseball Throw and Catch	0	0	3	6	9	6	9	
Base Running	0	0	3	6	9	6	9	
Basketball								
Foal Throw	0	0	3	6	9	6	9	
Basketball Throw for Goal	0	0	3	6	9	6	9	
Half Lever and Toes to Bar	0	0	3	6	9	6	9	
Soccer Dribble	0	0	3	6	9	6	9	
Balancing Test	0	0	3	6	9	6	9	
Sit Up	0	0	3	6	9	6	9	
Jump and Reach	0	0	3	6	9	6	9	
Potato Race	0	0	3	6	9	6	9	
Pull Up and Push Up	0	0	3	6	9	6	9	
Running Broad Jump (Boys)	0	0	3	6	9	6	9	
Baseball Fly Catching	0	0	3	6	9	6	9	
Baseball Throw for Accuracy	0	0	3	6	9	6	9	
Basketball Throw for Distance	0	0	3	6	9	6	9	
Eskimo Race	0	0	3	6	9	6	9	
Hobble Race	0	0	3	6	9	6	9	
Mass Running	0	0	3	6	9	6	9	
Run	0	0	3	6	9	6	9	
Running High Jump	0	0	3	6	9	6	9	
Run and Catch	0	0	3	6	9	6	9	
Soccer Kick for Goal	0	0	3	6	9	6	9	

Grade Five

Individual Athletic Events (Continued)	Points Awarded for Activities and Grade Level in Which First Taught						Possible Points	Points Scored
	I	II	III	IV	V	VI		
Baseball Batting for Accuracy	0	0	3	6	9	6	9	
Basketball Pass for Accuracy	0	0	3	6	9	6	9	
Heel Run Race	0	0	3	6	9	6	9	
Leg Lifts	0	0	3	6	9	6	9	
Running Double Broad Jump (Boys)	0	0	3	6	9	6	9	
TOTAL POINTS							243	

The sum of the points scored in grade five physical education activities _____, divided by ten equals the score.

Points
Possible

80

Score

Grade Six

Individual Athletic Events	Points Awarded for Activities and Grade Level in Which First Taught						Possible Points	Points Scored
	I	II	III	IV	V	VI		
Hand Traveling Events	0	0	0	3	6	9	9	
Run (60 yards)	0	0	0	3	6	9	9	
Soccer Kick for Distance	0	0	0	3	6	9	9	
Standing Broad Jump (Boys)	0	0	0	3	6	9	9	
Three Standing Broad Jumps	0	0	0	3	6	9	9	
Alternate Hop Race	0	0	0	3	6	9	9	
Shuttle Broad Jump	0	0	0	3	6	9	9	
Soccer Dribble and Kick for Goal	0	0	0	3	6	9	9	
Standing High Jump	0	0	0	3	6	9	9	
Heel Grasp Race	0	0	0	3	6	9	9	
Skipping Race	0	0	0	3	6	9	9	
Standing Double High Jump (Boys)	0	0	0	3	6	9	9	
Standing Leap and Jump	0	0	0	3	6	9	9	
TOTAL POINTS							117	

Points
Possible

Score

The sum of the points scored in grade six physical education activities _____, divided by nine equals the score.

80

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CHAPTER VI

IV. PROGRAM ORGANIZATION

The organization of the physical education program of the school being scored includes percent of pupils registered, time allotment for physical education, health examinations, size of class, accumulative records, and percentage of physical education time devoted to each classification of activities. Some of these items may score low because of the school administrator and may not necessarily be the fault of the instructor.

A. Percent of Pupil Participation in Physical Education

Any student able to be in school should be registered for physical education.

To Score:

Determine percent of pupil participation, circle points allowed, and place points in "Points Scored" column.

Percent of Pupil Participation in Physical Education

Percent of Pupil Participation in Physical Education	99	94	89	84	79	70	60	50	40	30	20	Points Scored
Points	35	75	65	55	45	35	25	15	10	5	0	

Points
Possible

85

Score

B. Size of Class Enrollment

For maximum teaching efficiency, no more than thirty-five students should be enrolled in each physical education class.

To Score:

Determine the enrollment or size of class in which ninety percent of the pupils are enrolled. Circle the points possible and place points in "Points Scored" column.

Size of Class Enrollment

Size of Class	Possible Points	Points Scored
Ninety percent of pupils enrolled in physical education classes of 60 or under	10	
Ninety percent of pupils enrolled in physical education classes of 50 or under	20	
Ninety percent of pupils enrolled in physical education classes of 40 or under	35	
Ninety percent of pupils enrolled in physical education classes of 35 or under	50	

Points
Possible

50

Score

C. Time Allotment for Physical Education

In the elementary physical education program it is recommended that twenty to thirty minutes each day be devoted to physical education activities in excess of the recess periods.

To Score:

Determine length of physical education period in terms of minutes, then follow down column to times per week class is held and circle the number opposite times per week. Place number in "Points Scored" column.

Time Allotment for Physical Education

Times Per Week	Length of Periods in Minutes					Points Scored
	10	15	20	25	30 or more	
1	10	30	35	40	45	
2	15	45	55	60	65	
3	20	50	75	80	85	
4	25	60	80	95	105	
5	30	65	90	110	130	
TOTAL POINTS						

Points
Possible

Score

130

D. Percentage of Time Devoted to Each Classification of Physical Education

There is a definite need for a variety of activities in a broad program of physical education. The percentage of time devoted to each classification in the different grade levels should vary according to the amount of development, adjustment, etc., received. To maintain a well-balanced program it is necessary to allot a given amount of time to each of the main divisions or classifications of activities. This serves as a guide for the teacher and prevents the placement of too much emphasis upon any one classification.

To Score:

Determine the percent of time spent in each physical education classification under "Percent of Time Spent in Each Classification" and opposite "Possible Points" for each classification. Circle number and enter in "Points Scored" column.

Percentage of Time Devoted to Each Classification

Grades One and Two

Classification of Activities	Points Awarded for Percent of Time Spent in Each Classification				Possible Points	Points Scored
Mimetics	% of Time	14	10	5	3	
	Points	3	2	1		
Tag and It	% of Time	30	20	10	6	
	Points	6	4	2		
Rhythms	% of Time	20	20	10	6	
	Points	6	4	2		
Story Plays	% of Time	12	10	5	3	
	Points	3	2	1		
Administration	% of Time	12	9	3	3	
	Points	3	2	1		
TOTAL POINTS					21	

Grades Three and Four

Classification of Activities	Points Awarded for Percent of Time Spent in Each Classification				Possible Points	Points Scored
Mimetics	% of Time	7	4	2	2	
	Points	2	1	1		
Tag and It	% of Time	18	12	6	4	
	Points	4	3	1		
Rhythms	% of Time	20	12	6	4	
	Points	4	3	1		
Stunts	% of Time	11	6	2	2	
	Points	2	1	1		
Relay Races	% of Time	11	6	2	2	
	Points	2	1	1		
Athletic Games	% of Time	21	12	6	5	
	Points	5	3	2		
Administration	% of Time	12	8	4	3	
	Points	3	2	1		
TOTAL POINTS					22	

Grades Five and Six

Classification of Activities	Points Awarded for Percent of Time Spent in Each Classification				Possible Points	Points Scored
Mimetics	% of Time	5	3	2	1	
	Points	1	1	0		
Tag and It	% of Time	10	6	2	2	
	Points	2	1	1		
Rhythms	% of Time	18	12	6	5	
	Points	5	3	2		
Stunts	% of Time	10	6	3	2	
	Points	2	1	1		
Relay Races	% of Time	11	6	3	2	
	Points	2	1	1		
Athletic Games	% of Time	24	16	8	6	
	Points	6	4	2		
Individual Athletic Events	% of Time	11	6	3	2	
	Points	2	1	1		
Administration	% of Time	11	6	3	2	
	Points	2	1	1		
TOTAL POINTS					22	

E. Health Examinations

1. Health examination by physician

It is advocated that health examinations be given at regular intervals and that the teacher constantly be on the alert for symptoms of illness. We assume that the physician gives a thorough examination.

To Score:

Determine intervals in years at which health examinations are given. Opposite the "points" column and corresponding with the interval, circle the number and place it in the "Points Scored" column.

Health Examinations by Physician

Intervals in Years at Which Health Examinations Are Given							Points Scored
Intervals	1	2	3	4	5	6	
Points	50	45	40	30	20	10	

Points
Possible

Score

50

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2. Health examination of pupils by teacher

The teacher must understand and accept her responsibility in the health examinations, and must be on constant guard to detect symptoms that would lead to more serious defects if not discovered in their early stages.

To Score:

Determine the frequency of examinations and the percentage of pupils examined at this interval. Then follow down column to item being examined; circle number and place in "Points Scored" column. The sum of the "Points Scored" column is the score.

Examination of Pupils by Teacher (Or Nurse)

Extent of Examinations	Frequency of Examinations												Possible Points	Points Scored
	Each Year			Every 2nd Yr.			Every 3rd Yr.			Every 4th Yr.				
	Percent			Percent			Percent			Percent				
	90	60	30	90	60	30	90	60	30	90	60	30		
Age	6	5	3	5	4	2	4	3	1	3	2	1	6	
Height	6	5	3	5	4	2	4	3	1	3	2	1	6	
Weight	6	5	3	5	4	2	4	3	1	3	2	1	6	
Spine Deviations	7	5	3	6	4	2	5	3	1	4	2	1	7	
Posture	7	5	3	6	4	2	5	3	1	4	2	1	7	
Feet	6	5	3	5	4	2	4	3	1	3	2	1	6	
Hearing	6	5	3	5	4	2	4	3	1	3	2	1	6	
Vision	6	5	3	5	4	2	4	3	1	3	2	1	6	
Teeth	7	5	3	6	4	2	5	3	1	4	2	1	7	
										TOTAL POINTS			57	

Points
Possible

50

Score

F. Accumulative Records

There is on file an accumulative health card for each student. A marking system is used and a definite follow-up program for corrective work is also in use.

To Score:

Examine accumulative records and place in "Points Scored" column those points allotted for each item listed. The sum of the points scored is the score.

Accumulative Records

Accumulative Records	Possible Points	Points Scored
Daily Class Roll Record	15	
Accumulative Enrollment Record	15	
Accumulative Health Card	25	
Marking System	15	
Inventory Record of Physical Education Facilities, Equipment and Supplies	10	
TOTAL POINTS		80

Points
Possible

Score

80

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CHAPTER VII

SCORE CARD SUMMARY SHEET

I. Instructional Staff	Possible Points	Points Scored
A. Professional Preparation	120	
B. Teaching Experience - Years	65	
C. Personality and Character	150	
D. Teaching Efficiency of Teacher	125	
E. State of Health	85	
Total for Division One, Instructional Staff	545	

II. Facilities	Possible Points	Points Scored
A. Area of School Site (Acres)	65	
B. Placement of Buildings and Equipment	45	
C. Condition of Play Area	70	
D. Indoor Facilities	80	
E. Equipment	50	
F. Supplies	75	
G. Outdoor Facilities	85	
Total for Division Two, Facilities	470	

III. Program of Activities		Possible Points	Points Scored
A. Grade One		75	
B. Grade Two		80	
C. Grade Three		80	
D. Grade Four		80	
E. Grade Five		80	
F. Grade Six		80	
Total for Division Three, Program of Activities		475	

IV. Program Organization		Possible Points	Points Scored
A. Percent of Pupil Participation in Physical Educ.		85	
B. Size of Class Enrollment		50	
C. Time Allotment for Physical Education		130	
D. Percent of Time Devoted to Each Class of P. E.		65	
E. Health Examination (1 and 2)		100	
F. Accumulative Records		80	
Total for Division Four, Program Organization		510	

Total Scores	Possible Points	Points Scored
I. Instructional Staff	545	
II. Facilities	470	
III. Program of Activities	475	
IV. Program Organization	510	
Total for Score Card	2000	
Divide Score by 2	1000	
Percentage Score for School	100	

School _____

Date _____

Scorer _____

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BIBLIOGRAPHY

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APPENDIX A



E. ALLEN BATEMAN
SUPERINTENDENT

THE STATE OF UTAH
DEPARTMENT OF PUBLIC INSTRUCTION

GLENN W. ARNETT
DIRECTOR OF HEALTH, PHYSICAL
EDUCATION AND RECREATION

SALT LAKE CITY

Mr. George W. Ayars, Director
Physical and Health Education
State Department of Public Instruction
Dover, Delaware

Dear Mr. Ayars:

I know that I will probably get my "ears clipped" but here goes. I have chosen as my thesis problem, "A Procedure for Evaluating Physical Education Programs in the Elementary Schools." I know and can appreciate the fact that you are more than busy at this time and also know how overbalanced your diet has been in regard to the favor that I am going to ask.

My plea: please check the enclosed lists as indicated and shoot them back to me at your earliest convenience. I would like to get the information returned in time for me to "digest" it a little before our annual State Directors' meeting in St. Louis, and if there are any further questions, I could hash them over at that time.

Sincerely yours,

Glenn W. Arnett
Director of Health, Physical
Education and Recreation

GWA:mj
Enc.

APPENDIX B

APPENDIX C

APPENDIX C

TIME ALLOTMENT FOR ELEMENTARY PHYSICAL EDUCATION ACTIVITIES

Please check the percent of time which in your opinion should be devoted to each classification of activities, grades (1-2), (3-4), (5-6). If you agree with the amount of time allotted to each of the following classifications of activities no check is necessary. For classification definitions turn to pages 30 and 31.

Classification of Activities	Percent of Time Devoted to Each Classification Grades 1-2																			
	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40
Mimetics (Dramatic)								x												
Tag & It (Hunting)															x					
Rhythmics														x						
Story Plays								x												
Administration*							x													

Classification of Activities	Percent of Time Devoted to Each Classification																			
	Grades 3-4																			
	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40
Mimetics (Dramatic)				x																
Tag & It (Hunting)								x												
Rhythmic										x										
Relay Races						x														
Stunts					x															
Athletic Games										x										
Administration*							x													

Classification of Activities	Percent of Time Devoted to Each Classification																			
	Grades 5-6																			
	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40
Mimetics (Dramatic)			x																	
Tag & It (Hunting)					x															
Rhythmics									x											
Relay Races						x														
Stunts					x															
Athletic Games													x							
Ind. Athletic Games				x																
Administration*								x												

*Note: Administration consists of organizing play groups, making preliminary announcements, securing supplies and equipment, etc.

APPENDIX D

APPENDIX D

DEFINITION OF SUBDIVISIONS

I. Instructional Staff

1. Professional Preparation

Evaluate in terms of items such as academic preparation, extent, kind and recency.

2. Teaching Experience

Evaluate in terms of years of teaching experience in elementary physical education.

3. Personality and Character

Due to the difficulty of distinguishing between personality and character traits, the two have been listed together. It is felt that the following is a fair sampling of these traits: self-control, alertness, physical qualifications, voice, fair-mindedness, accuracy, personal appearance, sincerity, initiative, social adaptability, tact and sense of humor.

4. Teaching Efficiency

It is felt that the following qualities or attributes are quite inclusive in measuring teaching efficiency: recognizes individual differences, knows how to guide pupils, has ability to organize, maintains discipline, sets good example, practices proper methods of teaching, has good attitude toward work, co-operates with administrators, has enthusiasm for work, inspects equipment for safety, keeps supplies in good condition and uses supplies efficiently.

5. State of Health

The teacher, being constantly before the pupil, should be a well-adjusted person: a good example physically, mentally and socially.

II. Facilities

Facilities include such items as the following:

1. School site in terms of acres needed for pupil enrollment

2. Placement of buildings and equipment on school site

3. Condition of play area such as surface of sod; surface drainage; area level; paved area for wet weather; marked play areas and courts; sand, sawdust or shavings under apparatus for protection of pupils
4. Indoor facilities such as playrooms, supply rooms, storerooms and rest rooms for both boys and girls
5. Equipment such as pianos, mats, horizontal bars, balance planks, inflators, jumping standards, scales, etc., which have a longer life than supplies
6. Supplies such as balls, bats, nets, etc., which continually need replacing
7. Outdoor facilities such as basketball courts, broad jump pits, high jump pits, take-off board for broad jump

III. Program of Activities

It is felt that the following classification of activities is essential in a balanced elementary physical education program:

1. Mimetics

Mimetic exercises are imitative movements of well-known activities without the usual equipment. They are well suited to classroom work and may be used for relief periods.

2. Tag and It Games

These games have an enemy or "it" element and involve such elements as hunting, chasing, tagging, dodging, hiding and fleeing. They teach alertness and have a special appeal to children in the elementary school.

3. Rhythms

Rhythms are those play activities in which children respond to music. Participation gives training in balance, poise and sense of rhythm.

4. Story Plays

Story plays are natural and spontaneous activities which have a special appeal to small children. They help the child develop his dramatic ability. In these activities the child imitates and impersonates incidents seen or imagined.

5. Stunts

Stunts are activities of a self-testing nature which involve the

powers of coordination, suppleness of body and the development of courage, self-confidence and determination. Because of their appeal they are frequently continued during home play periods. They are easily organized and are economical of space and equipment.

6. Relay Races

Relay races involve competition among teams in running, jumping, passing objects, etc., in which individuals make a contribution to the final outcome. They require alertness, honesty and special training of the emotions.

7. Athletic Games

Athletic games are team games in which one group scores against a similar group. They exhibit rivalry and involve such material movements as running, jumping, catching and throwing. Their value lies in the development of sportsmanship and cooperation of the players working toward a common goal.

8. Individual Athletic Events

Individual athletic events can be performed and scored without dependence upon one or more other players. They provide training in many game elements and can be practiced individually after being learned.

IV. Program Organization

Program organization includes such items as the following:

1. Percent of pupil participation in physical education
2. Size of class enrollment
3. Time allotment for physical education
4. Percent of time devoted to each classification
5. Health examination
6. Accumulative records

APPENDIX E

APPENDIX E

A LIST OF STATE DIRECTORS OF HEALTH AND PHYSICAL EDUCATION
TO WHOM THE CHECKLIST WAS SENT FOR EVALUATING DIVISIONS AND
SUBDIVISIONS OF THE PHYSICAL EDUCATION PROGRAM.

George W. Ayars
Dover, Delaware

Paul Landis
Columbus, Ohio

Fred T. Brown
Nashville, Tennessee

Verne Landreth
Los Angeles, California

Ray O. Duncan
Springfield, Illinois

Caro Lane (Acting Supervisor)
Baton Rouge, Louisiana

Dr. T. C. Ferguson
Baltimore, Maryland

W. H. Orion
Sacramento, California

Jessie R. Garrison
Montgomery, Alabama

Dr. Charles J. Prohaska
Hartford, Connecticut

Major E. V. Graves
Richmond, Virginia

Ken Scott
Santa Fe, New Mexico

Dr. Wilson G. Guthrie
Trenton, New Jersey

Julian W. Smith
Lansing, Michigan

Louis Hutto
Augusta, Maine

Charles Spencer
Raleigh, North Carolina

Harold K. Jack
St. Paul, Minnesota

Frank S. Stafford
Washington, D. C.

Daniel J. Kelly
Boston, Massachusetts

Robert Yoho
Indianapolis, Indiana

TABLE I

TABLE I
INSTRUCTIONAL STAFF

Director	Instructional Staff - Total	Professional Preparation	Teaching Experience	Personality & Character	Teaching Efficiency	State of Health
I	92	20	0	30	30	12
II	92	24	8	26	24	10
III	92	16	0	30	30	16
IV	92	12	12	28	28	12
V	100	20	10	40	10	20
VI	110	20	20	30	20	20
VII	110	30	20	30	30	10
VIII	110	30	12	30	28	10
IX	115	27	15	30	30	13
X	130	30	20	30	20	30
XI	150	30	30	30	30	30
Totals	1193	259	137	334	280	183
Average	109	24	13	30	25	17

Note: Using 400 points for the total value of the four divisions of the physical education program, the State Directors of Health, Physical Education and Recreation allotted the above points to instructional staff and its subdivisions.

TABLE II

TABLE II

FACILITIES

Director	Facilities	Area of Site	Placement of Bldgs.	Condition of Area	Indoor Facilities	Equipment	Supplies	Outdoor Facilities
I	50	2	1	2	15	5	10	15
II	70	5	5	5	20	5	10	20
III	90	10	12	18	14	8	16	12
IV	90	12	14	15	13	8	16	12
V	92	12	14	15	13	10	16	12
VI	100	20	10	10	15	10	20	15
VII	100	5	10	15	15	15	20	20
VIII	110	10	10	10	20	20	20	20
IX	110	30	0	30	20	10	10	10
X	110	20	10	20	20	10	10	20
XI	110	20	14	15	15	10	20	16
Totals	1032	146	100	155	179	111	168	182
Average	94	13	9	14	16	10	15	17

Notes: Using 400 points for the total value of the four divisions of the physical education program, the State Directors of Health, Physical Education and Recreation allotted the above points to facilities and its subdivisions.

TABLE III

TABLE III
PROGRAM OF ACTIVITIES

Director	Program of Activities	Mimetics	Tag & It	Rhythms	Story Plays	Stunts	Relay Races	Athletic Games	Individual Athletics
I	90	10	10	15	5	15	15	15	5
II	90	5	17	21	5	5	5	27	5
III	90	6	13	18	5	12	10	15	11
IV	90	8	15	15	4	10	12	14	12
V	90	7	13	15	5	13	15	17	5
VI	92	9	14	14	4	9	14	14	14
VII	100	10	15	15	5	10	15	15	15
VIII	100	0	20	20	0	20	20	15	5
IX	100	5	15	20	5	10	10	20	15
X	110	5	10	20	5	15	15	20	20
Totals	952	65	142	173	43	119	131	172	107
Average	95	7	14	17	4	12	13	17	11

Note: Using 400 points for the total value of the four divisions of the physical education program, the State Directors of Health, Physical Education and Recreation allotted the above points to program of activities and its subdivisions.

TABLE IV

TABLE IV

PROGRAM ORGANIZATION

Director	Program Organization	Percent of Pupil Participation	Size of Class	Time Allotment	Percent of Time Devoted to Each Classification	Health Examination	Accumulative Records
I	80	10	10	20	10	20	10
II	90	20	10	20	10	20	10
III	100	20	10	15	15	20	10
IV	100	10	15	15	10	25	25
V	105	10	7	23	20	24	21
VI	108	0	8	25	25	25	25
VII	103	39	5	39	5	15	5
VIII	108	32	11	32	11	11	11
IX	108	28	10	33	8	14	15
X	108	10	10	30	14	24	20
XI	108	10	8	23	20	25	22
Totals	1123	189	104	275	148	223	174
Average	102	17	10	26	13	20	16

Note: Using 400 points for the total value of the four divisions of the physical education program, the State Directors of Health, Physical Education and Recreation allotted the above points to program organization and its subdivisions.

TABLE V

TABLE V

ALLOTMENT OF TIME TO PHYSICAL EDUCATION ACTIVITIES, GRADES (1-2)

Director	Mimetics	Tag & It	Rhythmics	Story Plays	Administration
I	15	30	30	15	10
II	15	29	27	15	14
III	15	29	27	15	14
IV	15	29	31	15	10
V	10	34	34	11	11
VI	10	36	36	10	8
VII	13	31	27	15	14
VIII	16	25	25	20	14
IX	15	29	27	15	14
X	10	30	30	20	10
XI	15	29	27	15	14
XII	15	29	27	15	14
Totals	164	360	348	181	147
Average	14	30	29	15	12

Notes: The above percent of physical education time was allotted by the State Directors of Health, Physical Education and Recreation to each classification of physical education activities, grades (1-2).

TABLE VI

TABLE VI

ALLOTMENT OF TIME TO PHYSICAL EDUCATION ACTIVITIES, GRADES (3-4)

Director	Gymnastics	Tag & It	Rhythmic	Relay Races	Stunts	Athletic Games	Administration
I	10	15	26	13	10	20	6
II	8	16	19	12	10	21	14
III	8	16	19	12	10	21	14
IV	5	10	15	15	15	20	20
V	4	26	26	4	4	26	10
VI	6	16	28	8	10	28	4
VII	8	16	19	12	12	19	14
VIII	8	14	19	10	13	23	13
IX	8	16	19	12	10	21	14
X	8	20	12	15	15	20	10
XI	8	29	19	12	10	14	8
XII	8	16	19	12	10	21	14
Totals	89	210	240	137	129	255	137
Average	7	18	20	11	11	21	12

Note: The above percent of physical education time was allotted by the State Directors of Health, Physical Education and Recreation to each classification of physical education activities, grades (3-4).

TABLE VII

TABLE VII

ALLOTMENT OF TIME TO PHYSICAL EDUCATION ACTIVITIES, GRADES (5-6)

Director	Mimetics	Tag & It	Rhythmaics	Relay Races	Stunts	Athletic Games	Individual Athletics	Administration
I	5	5	25	10	10	30	10	5
II	6	10	16	11	10	25	8	14
III	6	10	16	11	10	25	8	14
IV	6	10	16	11	10	25	8	14
V	0	0	20	6	6	30	30	8
VI	0	10	20	10	10	20	20	10
VII	4	10	16	13	14	21	8	14
VIII	6	9	20	10	14	21	8	12
IX	6	10	16	11	10	25	8	14
X	5	20	15	7	20	18	5	10
XI	6	10	20	11	10	25	10	8
XII	8	10	16	11	10	25	8	14
Totals	58	114	216	122	134	290	131	137
Average	5	10	18	10	11	24	11	11

Note: The above percent of physical education time was allotted by the State Directors of Health, Physical Education and Recreation to each classification of physical education activities, grades (5-6).